

term behavior change is difficult to achieve in the best of circumstances. One only has to look at the current obesity epidemic in the U.S. to appreciate the difficulty in learning how to eat healthily. Rachel's success in eating less and healthier and walking daily was due in large part to the relationship that developed between her and her diabetes educator. Rachel now understood the lifestyle changes necessary to achieve success and was able to bring her blood sugar into a safe range. She reported having more energy and was able to cut her insulin dose in half.

Over the years Congress has made strong efforts to improve the care of individuals with diabetes. This includes authorizing the diabetes self-management training, DSMT, as a Medicare benefit in 1997, with the goal of providing a more comprehensive level of support to educate beneficiaries about diabetes and self-management techniques, reduce the known risks and complications of diabetes, and improve overall health outcomes.

However, there is a significant gap in the 1997 DSMT benefit that holds it back from achieving its full potential. Under the DSMT, Medicare covers the critical types of health care services necessary for diabetes control, but does not recognize the health care professionals who deliver those services. Certified diabetes educators are the primary group of health care professionals who work most closely with the patient to provide essential training and education in diabetes self-management. My legislation is designed to address this gap by ensuring that certified diabetes educators are designated providers under Medicare for these vitally important services.

Under the Medicare Diabetes Self-Management Training Act, a certified diabetes educator would be a covered provider of Medicare DSMT services. This health care professional, who is State licensed or registered, is most typically a nurse, dietitian, or pharmacist, who specializes in teaching people with diabetes how to stay healthy and who maintains rigorous certification and continuing education credentials. This bill also increases education and outreach to primary care physicians about the importance of DSMT for their patients with diabetes. I am proud to have introduced this bill along with my colleagues Senators STABENOW, FRANKEN, HAGAN and LANDRIEU.

Diabetes is an incredibly costly disease. It is among the chief contributing causes of adult blindness, lower extremity amputations, heart disease, periodontal disease, kidney disease, vascular disease and infections. There is no cure yet but with the proper tools it can be well managed and complications can be prevented. I believe this bill is an important step along that path. I urge my colleagues to support this important cause.

HONORING OUR ARMED FORCES

SERGEANT MICHAEL K. INGRAM

Mr. BENNET. Mr. President, it is with a heavy heart that I rise today to honor the life and heroic service of Sergeant Michael K. Ingram, Jr. Sergeant Ingram, a member of the 1st Battalion, 12th Infantry Regiment, 4th Infantry Division at Fort Carson, CO, died on April 17, 2010. Sergeant Ingram was serving in support of Operation Enduring Freedom in Kandahar, Afghanistan. He was killed by injuries sustained when an improvised explosive device detonated while he was on patrol. He was 23 years old.

A native of Monroe, MI, Sergeant Ingram moved to Fort Carson when he was assigned to the 4th Infantry Division. Sergeant Ingram joined the Army in February 2006, and he was deployed to Afghanistan in May 2009.

During over 4 years of service, Sergeant Ingram distinguished himself through his courage, dedication to duty, and willingness to take on any challenge—no matter how dangerous. Commanders recognized his extraordinary bravery and talent, bestowing on Sergeant Ingram numerous awards and medals, including the Army Good Conduct Medal, the National Defense Service Medal, the Afghanistan Campaign Medal with Bronze Service Star, the Global War on Terrorism Service Medal, the Army Service Ribbon, and the Overseas Service Ribbon.

Sergeant Ingram worked on the front lines of battle, patrolling the most dangerous areas of Kandahar. He is remembered by those who knew him as a consummate professional with an unending commitment to excellence. Family and friends remember him for his smile and his commitment to service. After sustaining a mild injury, Sergeant Ingram was recently offered a chance to come home for surgery. He chose to stay with his unit and finish out his service. He planned on pursuing a career in law enforcement after his time in the Army.

Mark Twain once said, "The fear of death follows from the fear of life. A man who lives fully is prepared to die at any time." Sergeant Ingram's service was in keeping with this sentiment—by selflessly putting country first, he lived life to the fullest. He lived with a sense of the highest honorable purpose.

At substantial personal risk, he braved the chaos of combat zones throughout Afghanistan. And though his fate on the battlefield was uncertain, he pushed forward, protecting America's citizens, her safety, and the freedoms we hold dear. For his service and the lives he touched, Sergeant Ingram will forever be remembered as one of our country's bravest.

To Sergeant Ingram's mother Patricia, his father Michael, and all his friends and family I cannot imagine the sorrow you must be feeling. I hope that, in time, the pain of your loss will be eased by your pride in Michael's service and by your knowledge that his

country will never forget him. We are humbled by his service and his sacrifice.

NATIONAL TEACHERS DAY

Mr. BURRIS. Mr. President, as I am sure many of my colleagues are aware, today is National Teachers Day, and this week is Teacher Appreciation week—an opportunity to recognize and celebrate the enormous contributions made by America's educators at every level.

The work they do—and the impact they have—can hardly be overstated.

Teachers are charged with helping to shape young minds, and providing our students with the tools and inspiration that will lead them to success at every level of our global society.

This work could not be more important. Our educators truly impact eternity.

But, as I address this Chamber today, they face a climate that is increasingly inhospitable to their work, and their goals.

Studies show that today's teachers are more experienced and more educated than ever.

Almost half of all public school teachers hold at least a master's degree, and more than 75 percent regularly participate in professional development programs.

Yet every single year we ask these dedicated professionals to work longer hours for less pay.

And in some cases we even expect them to spend their own hard-earned money to provide school supplies for their students.

This is unacceptable. We can—and we must—do better.

At every stage in my career, I have raised my voice on behalf of America's students and educators.

Today, on National Teachers Day, I urge my colleagues to join me in this call to action.

We need to step up our investment in America's future, and provide our educators with the support they need.

We need to meet competence and dedication with gratitude, fair pay, and adequate classroom resources.

And we need to do so without delay.

Because, if we fail to keep these commitments, if we fail to provide the support our educators need, we will lose quality educators and the invaluable services they provide.

In my home State of Illinois, roughly 9,000 public school teachers have received layoff notices this year.

And as many as 300,000 will lose their jobs nationwide.

This will result in more crowded classrooms, less individual attention for students who need it, reduced access to extracurricular programs, and a school faculty and staff that is increasingly stretched thin.

I invite my colleagues to consider the impact these massive layoffs will have on our students.

I invite them to think of the consequences for America's future.

We cannot let this stand.

That is why I am proud to be an original cosponsor of S. 3206—the Keep Our Educators Working Act, which I have introduced with my good friend Senator HARKIN.

This legislation would create a \$23 billion Education Jobs Fund, which would help provide resources to states and local districts that are finding it hard to make ends meet.

This money would be used to retain current educators, hire new ones, and provide important on-the-job training activities to those in education-related careers.

It would keep good teachers where they belong: in the classroom—and would help to close the budget gap that currently threatens to leave many school districts high and dry.

So I urge my colleagues in this Chamber to support this bill, and make education a priority again.

Let us give teachers and students the support they need—so we can recruit the best teachers, fund afterschool programs, and keep more schools open.

I applaud President Obama for his unwavering commitment to our education system. And today, I call upon him to follow through on that commitment.

To work with my colleagues and I, on both sides of the aisle, to pass the Education Jobs Fund Act, reinvest in our schools, and make sure that America's future is secure.

And I would ask that they join with me in celebrating the dedication and hard work of our teachers—without whom none of us would be where we are today.

ADDITIONAL STATEMENTS

REMEMBERING RABBI GEDALIAH ANEMER

• Mr. CARDIN. Mr. President, I would like to take this opportunity to honor Rabbi Gedaliah Anemer, a beloved Orthodox Jewish leader and scholar who passed away at age 78 on April 15, 2010.

For more than 50 years, Rabbi Anemer served as a religious guide, compassionate counselor, and an authority on Jewish practices and laws to his Silver Spring congregation. His leadership and spiritualism helped to nurture a strong, vibrant Orthodox Jewish community in the Greater Washington area and strengthened his congregants' love of Judaism and connection to Israel. He also founded the Yeshiva of Greater Washington in Silver Spring, helping to educate a future generation of Jewish spiritual leaders.

Rabbi Anemer was born in Akron, OH, in 1932 and studied as a boy at the Tiferes Yerushalayim in New York. In 1952, he was ordained from the Telshe Yeshiva. For the 5 years following his ordination, Rabbi Anemer was the head of the Yeshiva of the Boston Rabbinical Seminary. In 1957, he became spiritual leader of a small congregation

in Washington, DC, Shomrei Emunah. In 1961, the synagogue was renamed Young Israel Shomrei Emunah of Greater Washington, YISE, and later moved to Silver Spring, becoming the first Orthodox synagogue in Montgomery County.

In Silver Spring, Rabbi Anemer and YISE became a “cornerstone” of the Kemp Mill Orthodox community. Rabbi Anemer's energy and enthusiasm for his congregants, for his neighbors, and for the Jewish people could be observed in his daily endeavors: Holding minyon in his basement, leading services for his congregation, presiding as the head of the Rabbinical Council of Greater Washington's beit din, or religious court, and acting as a mentor and confidant to his community.

Under his leadership, YISE flourished. The shul originally started by holding services in private homes. As it grew, YISE moved to a number of different locations—a clubhouse, the basement of an apartment building, a condemned house awaiting demolition, and a Masonic building—before settling into its own, newly constructed building. Services were held in Hebrew and English because the majority of the congregation's participants were scientists and engineers who did not have a Yeshiva education. Rabbi Anemer also sponsored a number of Jewish learning activities including children's services, Talmud night, and regular adult education classes. He became the spiritual leader of a congregation that grew from 30 families in 1963 to more than 500 families today.

Rabbi Anemer wore many hats in his career and in his personal life. He was a loving husband, a devoted father to four children, a caring brother, and a fiercely compassionate friend. I ask my colleagues to join me in remembering the many accomplishments of Rabbi Gedaliah Anemer and in recognizing him as a pioneer and friend to the Jewish Orthodox community of the Greater Washington area.●

TRIBUTE TO KEVIN MANNING

• Mr. CARDIN. Mr. President, today I pay special tribute to the outstanding accomplishments of Kevin J. Manning, Ph.D., president of Stevenson University. May 21, 2010, is Commencement Day at Stevenson University, a day when student accomplishments are rewarded and recognized. This year's Commencement Day also marks the end of Kevin J. Manning's 10th year as president of Stevenson University.

During Dr. Manning's 10 years as president, the university has transitioned itself from a liberal arts college to a university that emphasizes a core liberal arts curriculum and has a unique focus on career preparation. Stevenson University students are well prepared and have a strong record of excelling in academics, community service, and postgraduate work.

With Dr. Manning's guidance, Stevenson University has seen tremendous

success and growth. In recent years, the university has had seen record levels of enrollment, the opening of a second campus in Owings Mills, and the opening of a new School of Business and Leadership in 2008.

Dr. Manning has provided critical guidance to the development of the university's Career Architecture Program, for which he received the Maryland Innovator of the Year Award from the Daily Record in September 2003. The Career Architecture Program provides career guidance and counseling to undergraduate students at Stevenson University.

Dr. Manning also has been committed to the community surrounding Stevenson University. He sits on the board of directors of numerous community and professional organizations, including the United Way of Central Maryland, the Independent College Fund of Maryland, the Greater Baltimore Committee, the Maryland Chamber of Commerce, and the Maryland Business Roundtable for Education.

I ask my colleagues to join me in applauding Kevin J. Manning for his outstanding accomplishments at Stevenson University and for his dedication to his students and colleagues, to higher education, and to the larger community.●

TRIBUTE TO JOHN TAYLOR

• Mr. KAUFMAN. Mr. President, last week, at an event of the Delaware Chapter of Common Cause, I had the pleasure of introducing the recipient of their prestigious Open Government Award, John Taylor.

It is hard to believe that it has been 40 years since I saw John Taylor on TV and signed up as an original member of Common Cause. It has been a great ride for Common Cause and especially for its Delaware chapter.

My home State's chapter of Common Cause is known for its efforts to hold the government accountable and make sure that it is as ethical and transparent as possible. Admittedly, I am biased, but I know that the group is doing a great job. From tackling campaign finance reform to election reform, the members are working on the tough but important issues.

From the beginning they have had excellent people on board who know how to get the job done. I am not the only one who thinks this. In a February 2010 article in the News Journal, their group was termed the “Who's Who of academia, business and government.” John Taylor truly belongs on the “Who's Who” list for Delaware, and Common Cause's selection of him for its Open Government Award could not have been more appropriate.

Most Delawareans know John from his 22-year stint as editorial page editor at the News Journal. It was obligatory in Delaware to see what John Taylor had to say each week—and he did it in 700 words or fewer.

John is a traditional journalist in many ways, starting his career as a